

CLIFDALE ELEMENTARY

451 Heritage Hills Drive
Spartanburg, S.C. 29302

GRADES K-5 Elementary School

ENROLLMENT 364 Students

PRINCIPAL Robert E Glenn 864-579-8010

SUPERINTENDENT Dr. Jim Ray 864-579-8000

BOARD CHAIR Eddie Dearybury 864-579-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	56	36	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Good	N/A
2003	Good	Below Average	Yes
2004	Good	Below Average	Yes

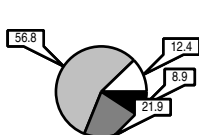
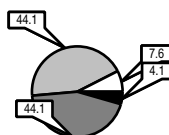
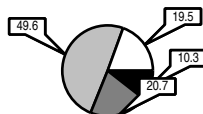
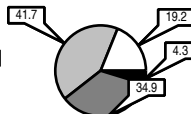
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	183	100.0	7.1	44.4	44.4	4.1	60.4	Yes	Yes
Gender									
Male	100	100.0	9.7	45.2	44.1	1.1	57.0		
Female	83	100.0	3.9	43.4	44.7	7.9	64.5		
Racial/Ethnic Group									
White	161	100.0	6.8	43.9	45.3	4.1	61.5	Yes	Yes
African-American	17	100.0	5.9	47.1	41.2	5.9	58.8	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	158	100.0	6.1	41.5	47.6	4.8	64.6		
Disabled	25	100.0	13.6	63.6	22.7	0.0	31.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	183	100.0	7.1	44.4	44.4	4.1	60.4		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	178	100.0	7.3	43.0	45.5	4.2	61.8		
Socio-Economic Status									
Subsidized meals	95	100.0	13.1	53.6	32.1	1.2	44.0	Yes	Yes
Full-pay meals	88	100.0	1.2	35.3	56.5	7.1	76.5		

Mathematics - State Performance Objective = 15.5%									
All Students	183	100.0	12.4	56.8	21.9	8.9	47.3	Yes	Yes
Gender									
Male	100	100.0	11.8	54.8	24.7	8.6	46.2		
Female	83	100.0	13.2	59.2	18.4	9.2	48.7		
Racial/Ethnic Group									
White	161	100.0	10.8	54.7	24.3	10.1	51.4	Yes	Yes
African-American	17	100.0	17.6	76.5	5.9	0.0	17.6	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	158	100.0	9.5	55.8	24.5	10.2	51.7		
Disabled	25	100.0	31.8	63.6	4.5	0.0	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	183	100.0	12.4	56.8	21.9	8.9	47.3		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	178	100.0	12.1	56.4	22.4	9.1	47.9		
Socio-Economic Status									
Subsidized meals	95	100.0	20.2	60.7	14.3	4.8	28.6	Yes	Yes
Full-pay meals	88	100.0	4.7	52.9	29.4	12.9	65.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	61	100.0	11.7	50.0	35.0	3.3	38.3
	Grade 4	68	100.0	7.9	54.0	34.9	3.2	38.1
	Grade 5	48	100.0	31.1	51.1	17.8	N/A	17.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	49	100.0	8.3	45.8	37.5	8.3	45.8
	Grade 4	56	100.0	8.9	41.1	44.6	5.4	50.0
	Grade 5	78	100.0	7.9	52.6	39.5	N/A	39.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	61	100.0	15.0	63.3	16.7	5.0	21.7
	Grade 4	68	100.0	12.7	54.0	22.2	11.1	33.3
	Grade 5	48	100.0	33.3	48.9	13.3	4.4	17.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	49	100.0	12.5	60.4	22.9	4.2	27.1
	Grade 4	56	100.0	10.7	55.4	25.0	8.9	33.9
	Grade 5	78	100.0	15.8	55.3	18.4	10.5	28.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 364)				
First graders who attended full-day kindergarten	85.9%	N/C	100.0%	100.0%
Retention rate	3.7%	Down from 5.5%	3.0%	2.7%
Attendance rate	96.1%	Down from 96.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.9%		3.8%	3.5%
Eligible for gifted and talented	17.1%	Up from 10.1%	14.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.7%	Down from 12.8%	9.2%	8.2%
Older than usual for grade	0.5%	Down from 1.2%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	74.1%	Up from 66.7%	50.0%	51.4%
Continuing contract teachers	92.6%	Down from 96.3%	89.4%	87.5%
Highly qualified teachers**	91.7%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	96.1%	Up from 88.4%	86.9%	86.7%
Teacher attendance rate	95.3%	Down from 96.9%	94.9%	94.9%
Average teacher salary	\$47,153	Up 4.9%	\$40,727	\$40,760
Prof. development days/teacher	14.6 days	Down from 18.0 days	12.1 days	12.4 days

School				
Principal's years at school	11.0	Down from 14.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.7 to 1	19.3 to 1	18.9 to 1
Prime instructional time	90.8%	Down from 92.8%	90.1%	90.0%
Dollars spent per pupil*	\$7,804	Up 4.7%	\$5,830	\$6,044
Percent of expenditures for teacher salaries*	60.9%	Down from 62.9%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year has been a productive one at Clifdale Elementary School. Students worked hard and performed well. There were several accomplishments throughout the school.

Clifdale met Annual Yearly Progress (AYP) requirements under the No Child Left Behind Act. The school also received a "good" report card based on its 2003 PACT scores. Twenty-seven percent of the students scored proficient and advanced on the science PACT test administration (Spring 2003). Seventy-five percent of Clifdale students scored basic and above on the first administration of the social studies PACT. Over eighty percent of the students at Clifdale scored basic and above on the PACT test (Spring 2003) in math and ELA. A Clifdale fifth grade student won the Lieutenant Governor's Writing Award Contest district honors. Another Clifdale fifth grader collected the Governor's Citizenship Award in the spring. Also a Clifdale fourth grader placed in the Region XII Science Fair.

Clifdale teachers were productive this year also. Second grade teacher Paula Kendrick earned National Board of Teacher Certification, giving Clifdale its second National Board certified teacher. Media Specialist Judy Mamroth was selected to represent our school as Clifdale Teacher of the Year. Clifdale fourth grade teachers earned monetary awards for having the highest scores on PACT math and language arts from the previous year. Cathy Wells and Judy Mamroth participated in a Library of Congress program and received for the school a laptop computer and digital projector. Clifdale also won a merit award from the National School Public Relations Association for the quality of its web site.

The PTO has given its support to the School-wide Reading Challenge, Artist-in-Residence Program, the volunteer program, and other projects. The School Improvement Council improved safety for students by working on the revision of the safety plan and increasing supervision of students before school.

Robert E. Glenn, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	68	62
Percent satisfied with learning environment	92.0%	88.2%	87.1%
Percent satisfied with social and physical environment	95.8%	86.6%	83.6%
Percent satisfied with home-school relations	92.0%	88.2%	74.2%

*Only students at the highest elementary school grade level at this school and their parents were included.